



Granville Community School

Inspection Report

Unique Reference Number 112940
LEA DERBYSHIRE LEA
Inspection number 279060
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mr. Brian Cartwright LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	Burton Road
School category	Community		DE11 7JR
Age range of pupils	11 to 16		
Gender of pupils	Mixed	Telephone number	01283 216 765
Number on roll	724	Fax number	01283 552 934
Appropriate authority	The governing body	Chair of governors	Mr.C Bailey
Date of previous inspection	6 March 2000	Headteacher	Rev. Barrie Scott

Age group 11 to 16	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 279060
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Introduction

The inspection was carried out by three HMI and an Additional Inspector.

Description of the school

Granville is a comprehensive school for 724 boys and girls aged 11 - 16. There are average numbers of pupils entitled to free school meals, a low number of minority ethnic pupils, and low numbers of pupils whose first language is not English. There are fewer than average pupils on the register for Special Educational needs (SEN), although the numbers with statements of SEN is higher than average. The socio-economic profile is a little below national averages, as reported by the school. Attainment on entry five years ago was slightly below average and has risen in recent years to about average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Granville Community School is currently ineffective. Academic achievement has significantly declined since the previous inspection, along with other key aspects of the school. Governance, school leadership and management have failed to respond to warning signals. However, strengths of the school remain such as good quality teacher-pupil relationships. There is good progress in some subjects, and good engagement with extended services in support of the most vulnerable children. The new leadership team has a good understanding of the school's performance, has accurately identified strengths and weaknesses, and has already begun to implement a clear improvement plan that has shown positive changes in the short time it has been in place. There is a genuine and refreshing culture of loyalty and commitment to school improvement shared by the majority of staff. Many sources including parents and the Local Education Authority (LEA) advisory service testify to improvements in the working ethos, general behaviour of pupils, teaching and school leadership. This evidence gives us confidence in the school's current capacity to improve. Weaknesses remain, with too much inadequate teaching in some departments, and with weak governance that has permitted the decline in standards and deterioration of much of the learning environment. Monitoring and evaluation are not fully embedded in all departments, assessment for learning is not yet developed, and pupils are frustrated by a lack of an effective voice. The curriculum does not give sufficient vocational course opportunities. Poor financial oversight has reduced learning resources and restricted maintenance; the school provides inadequate value for money. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards at Key Stage 4, and governance.

What the school should do to improve further

- Raise achievement and standards by raising the quality of all teaching to approach the best already in the school. - Ensure governors hold the school to account, improve the physical learning environment, and provide the quality of critical friendship the new headteacher deserves. - Improve attendance, linked to a motivating curriculum at Key Stage 4 - Improve weaker middle management to that of existing best practice in the school.

Achievement and standards

Grade: 4

Achievement and standards are inadequate overall. The school was disappointed with its 2004 results, and missed its 2005 targets by a considerable margin. Standards at Key Stage 3 in 2005 remained below average and similar overall to 2004. Weak results in 2004 for science recovered, but there were fewer numbers of pupils gaining level 6

in English than in 2004. Progress overall at Key Stage 3 in 2004 was satisfactory, but well below expectations in science. Less able boys did least well, most able girls did most well in 2004. Progress at Key Stage 3 in 2005 is likely to be broadly satisfactory. Standards overall at Key Stage 4 in 2005 were below average, and worse than in 2004; the numbers of pupils gaining 5 higher grade GCSEs (34%) was a significant drop compared to 2004 (40%). Pupils are generally getting one grade lower per GCSE than the national averages. In 2004, progress compared with schools in similar settings was below expectations overall and exceptionally low for English. 2005 English results continued to be poor. Yet some subjects have maintained good progress over time, for example modern foreign languages and geography, and mathematics has improved well from 2004. This indicates that these pupils can achieve well when they are taught effectively in well-managed faculties. The school's analysis of 2005 results showed that girls did less well than boys, in marked contrast to the national picture, and also compared to their relative progress at Key Stage 3. When pupils with learning difficulties are closely supported they achieve well as a result, and satisfactorily overall.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. They act responsibly around the school and when teaching is good behave well and enjoy learning. Pupils are punctual to lessons. Inspectors saw satisfactory behaviour. However, there are a high number of permanent exclusions for misbehaviour. Fixed-term exclusions have been given to one in seven of all boys. Bullying is addressed effectively. Attendance remains below average overall despite improvements earlier this term. This restricts opportunities for all pupils to achieve examination success. For the most part pupils take due care of their own safety at school. For example, they use trampolines sensibly and well. However, not all used eye protectors for practical science, and were not reminded to do so. Many take up extra-curricular sport and outdoor residential activities to increase their health and fitness. Most do not choose the healthy meals options provided at lunchtime. Pupils make a satisfactory contribution to the community. Some act as mentors to younger pupils and help them with reading. Pupils' views do not influence decision-making sufficiently. They take up good opportunities to develop knowledge and skills of work outside school. Many pupils' basic skills are weak, which restricts their development of workplace skills. Pupils' spiritual, social, moral and cultural development is satisfactory. It is promoted through a range of subjects and assemblies.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Inspectors saw both outstanding and inadequate lessons, complementing relative performance in different subjects. English teaching was better than anticipated from scrutiny of the 2005 examination results. The best teaching used the national secondary strategy and was authoritative, well

planned with clear learning goals communicated well to pupils and with teachers checking that pupils had achieved these goals by the end of lessons. Short task deadlines ensured good pace. Developing pupils' literacy is a good feature, particularly in mathematics, modern foreign languages and science where emphasis is given to understanding specialist terms so pupils can confidently discuss their learning. There are good teacher-pupil relationships; in a delightful year 10 mathematics lesson, a lower ability set were taught with lively good humour, personal encouragement, and challenge to achieve the very best at a difficult task. There are inconsistencies in helping pupils to understand how well they are doing and how to improve their work. The good assessment practice found in successful departments needs to be adopted by all. Pupils achieve well when their teacher holds realistically high expectations of what they can do, based on good knowledge of their previous performance. In weaker lessons planning does not adequately take into account the range of abilities of pupils, so significant numbers of pupils do not make sufficient progress. Information on pupils' prior attainments has only recently been available to teachers.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. It meets statutory requirements and is enriched by a variety of after-school activities, mostly sporting, particularly for younger pupils. The curriculum in Key Stage 3 is well matched to pupils' needs. There is extra literacy for those who most need it and extra opportunities to prepare for examinations. Some pupils benefit from a second modern language. In Key Stage 4 there is a range of subjects, but insufficient vocational courses or workplace training. Well-considered planning ensures that the existing but limited programme is of good quality. Drugs and sex education are well organised, with good provision for citizenship education. Equality of opportunities is promoted effectively. There is a clear strategic plan for the Key Stage 4 curriculum to better meet learners' needs. Pupils are well prepared for leaving school. There is a compulsory period of work experience and good opportunities to learn about enterprise. Pupils are encouraged to be ambitious about what they should do when they leave school, and understand their continuing education options.

Care, guidance and support

Grade: 3

Care, support and guidance are satisfactory overall with good features. Satisfactory arrangements are in place to improve language and number skills where these are needed most. Some children with learning difficulties do not always get enough time with teaching assistants so cannot make enough progress, although they learn well given one-to-one support. Staff know the child protection requirements. Pupils say that staff quickly resolve bullying. Good partnerships with relevant agencies underpin good welfare and care support for vulnerable individual pupils, including those in Local Authority care. Personal, social and health education and citizenship courses make valuable contributions to learning about personal health and safety. Pupils receive

satisfactory careers guidance, but academic guidance is not good enough. Some departments do set pupil targets, and give good support and guidance to meet them, for example in modern foreign languages. However, there is not yet an effective overall system for setting and reviewing targets and guiding pupils towards them.

Leadership and management

Grade: 4

Leadership and management have been inadequate until recently. Recent senior and middle management appointments have not yet had time to significantly improve achievement. This decline in effectiveness since the previous inspection resulted from lack of rigorous evaluation and action despite evidence in available 2004, including examination results and LEA reports. As a result some subjects and groups of pupils continued to under-perform in 2005. This legacy is still evident in some disaffected older pupils, and in the low expectations held by a few staff. The new senior leadership has rapidly established an accurate understanding of past performance, some of which was connected to high staff turnover. They have a clear vision for improvement, articulated well in the school improvement plan. Middle managers, pupils and parents value the headteacher's leadership. He engenders loyalty and commitment to improvement, which has resulted in signs of better behaviour, attendance and classroom learning. Now there is systematic monitoring of teaching, and 90% of staff voluntarily attend weekly training sessions. Some classrooms have been refurbished already. Staffing has stabilised. Teaching is better in some previously weaker areas, for example English. Pupils say they are enjoying school better. This remarkable impact testifies to the excellent leadership of the head and his new team. However, governance is inadequate. It has not held the school to account. Most permanent exclusions were overturned on appeal. Many aspects of accommodation are shoddy, for example the 'House' is a disgraceful environment in which to encourage and support vulnerable learners. A large proportion of funding has gone on staffing. Health and safety issues have not been systematically monitored but left to the good offices of dedicated staff. The school's performance management policy did not always connect pay rewards to individual staff accountability for their aspect of school performance.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	No
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for your politeness, enthusiasm and openness towards us during our visit. Your contribution to the inspection was a credit to you and to the school. We agree with you when you say that Mr Scott has made a big difference to the school in a short period of time. You value his enthusiasm and better discipline, and are enjoying your learning in most of your lessons. He is listening to you! You behave well when your teachers provide you with clear instructions and interesting lessons. We also agree that many parts of the school are in poor condition, although we can see early signs of some new decoration. One of the problems was that you had too many different teachers in the past. We think the people in charge of the school did not respond to the decline in exam results in past years, or do enough to maintain the buildings properly. Generally you are making reasonable progress in many subjects, but this has not always been the case, and this means we think that the school is not yet providing you with the quality of education it should. We think it can put this right, with some help from the local authority, and under the leadership of Mr Scott's team. You can also help by doing your very best to attend school every day, and to try your best to concentrate in lessons. Take notice of the school's advice on healthy eating. Don't be afraid to ask your teachers for help, because they too want to improve the school as quickly as they can. You need to know how well you are doing, and what you need to do to improve your learning in every subject. Best wishes for your future.